



Villanelle, Sonnet, Free Verse

SUGGESTED LEARNING STRATEGIES: QHT, Graphic Organizer, Brainstorming, Outlining, Free Writing, Looping, Drafting, Marking the Draft, Adding, Rearranging, Substituting, Sharing and Responding

Focus:

Poetry is a type of creative and reflective text in which writers share insights and observations about life. This type of writing draws upon personal experiences and imaginative thinking. It provides rich opportunities for recollection of past, present, or imagined experiences and thoughtful reflection on these experiences.

Goal:

To write poems that include:

- Illustrative figurative language.
- A variety of poetic techniques.
- A variety of forms: villanelle, sonnet, free verse.
- Precise vocabulary and compelling verbs.
- Detailed images.
- A variety of sentence structures.
- Purposeful tone, either formal or informal.
- Transitional words and phrases.

To achieve this goal, you will engage in a series of activities in which you work with your teacher and with your classmates to construct two model poems. You will then use these models to construct your own poem.

Activity 1: Discovering Elements of Poetry

1. Think about your own experiences with poetry.
 - What is poetry?
 - Who are some of your favorite poets?
 - What kinds of things do poets write about?
2. Create the QHT chart below on a separate piece of paper. Then, use the chart to rate your level of familiarity with the following terms: **tone, stanza, transitions, compelling verbs, rhyme scheme, meter, foot, refrain, tercet, quatrain, villanelle, sonnet, free verse, metaphor, simile, personification, hyperbole, and idiom.**

Q: Question (Unfamiliar)	H: Heard (Somewhat Familiar)	T: Teach (Very Familiar)

3. What is a villanelle?

Sample Text

Do Not
Go Gentle
into That Good Night

by Dylan Thomas (1914-1953)

Do not go gentle into that good night,
Old age should burn and rave at close of day;
Rage, rage against the dying of the light.

Though wise men at their end know dark is right,
Because their words had forked no lightning they
Do not go gentle into that good night.

Good men, the last wave by, crying how bright
Their frail deeds might have danced in a green bay,
Rage, rage against the dying of the light.

Wild men who caught and sang the sun in flight,
And learn, too late, they grieved it on its way,
Do not go gentle into that good night.

Grave men, near death, who see with blinding sight
Blind eyes could blaze like meteors and be gay,
Rage, rage against the dying of the light.

And you, my father, there on that sad height,
Curse, bless, me now with your fierce tears, I pray.
Do not go gentle into that good night.
Rage, rage against the dying of the light.

3. Create a 4-square graphic organizer on your own paper, and use the guiding questions below to help you respond to and analyze the sample poem.

Ideas	Organization
<p>What is this poem about?</p> <p>What is the author's purpose (to inform, persuade, entertain, or express emotion)?</p> <p>What is the tone of the poem?</p>	<p>How are the words and lines laid out on the page (number of stanzas, line length created by line breaks, transitional words or phrases, short and long sentences)?</p> <p>Why did the author make these choices (purpose)?</p>
Language	Conventions
<p>Identify compelling verbs, poetic techniques (rhyme scheme, meter, refrain, tercet, quatrain), and figurative language (metaphors, similes, personification, hyperbole, idioms).</p> <p>What is the effect on the reader?</p> <p>How do these techniques help to communicate ideas and create tone?</p>	<p>What kinds of punctuation does the author use?</p> <p>Which words are capitalized, and why?</p> <p>How does the punctuation help to communicate ideas and create tone?</p>

Activity 2: Writing a Class-Constructed Poem

Prompt: Work with the class to write a villanelle. Be sure to meet the requirements listed in the goal statements.

1. When you write poetry, you will need to know how to apply the elements of poetry in your writing. Write a definition for each term in the graphic organizer on the next page.

Figurative Language	
metaphor	
simile	
personification	
hyperbole	
idiom	
Poetic Techniques	
rhyme scheme	
meter	
foot	
iambic pentameter	
refrain	
tercet	
quatrain	
Forms	
villanelle	
lyric	
sonnet	
free verse	
Graphic Elements	
capitalization	
line length/line break	
word position	

2. Use the space below to record ideas about poetry throughout the process of constructing the class poem.

3. After copying the class-constructed poem, evaluate it by answering these questions:
 - Are the ideas in the poem coherent?

 - Do the organization, language, and conventions work to achieve the desired purpose and tone?

4. As you prepare to write a poem with a partner, are there areas where you still need additional support? What questions do you still have?

Activity 3: Writing a Poem with a Partner

Prompt: Work with a partner to transform the class-constructed villanelle into a sonnet. Revise your purpose and content to reflect your new form. Be sure to meet the requirements listed in the goal statement.

1. What is a sonnet?

Sample Text

the sonnet-ballad

by Gwendolyn Brooks

Oh mother, mother, where is happiness?
They took my lover's tallness off to war,
Left me lamenting. Now I cannot guess
What I can use an empty heart-cup for.
He won't be coming back here any more.
Some day the war will end, but, oh, I knew
When he went walking grandly out that door
That my sweet love would have to be untrue.
Would have to be untrue. Would have to court
Coquettish death, whose impudent and strange
Possessive arms and beauty (of a sort)
Can make a hard man hesitate—and change.
And he will be the one to stammer, "Yes."
Oh mother, mother, where is happiness?

2. Create a second 4-square graphic organizer on separate paper, and use the guiding questions to help you respond to and analyze the sonnet by Gwendolyn Brooks.
3. Draft your text, incorporating a variety of figurative language, poetic techniques, and compelling verbs to communicate ideas and create tone.
4. Revise your work by substituting, adding, or rearranging words.
5. Evaluate your poem to determine the extent to which:
 - The ideas in the poem are coherent.
 - The organization, language, and conventions work to achieve the desired purpose and tone.
6. When you are ready to share your poem with an audience, each partner should carefully recopy the poem and rehearse reading it aloud, paying close attention to how your voice communicates meaning and using the poem's punctuation (pauses, exclamations, questions, etc.) as a guide.

7. Combine with another pair of students to form a writing group for sharing and responding. In your writing group, decide which pair will read first. Listeners should be ready to give specific feedback focusing on the strengths, such as:
 - Unique ideas
 - Vivid/compelling diction (word choice)
 - Illustrative comparisons
 - Effective tone
 - Fluent reading.
8. Exchange written copies of your poems, and create a third 4-square graphic organizer on your own paper. With your original partner, use the guiding questions below to help you respond to and analyze the writer's craft.

Ideas	Organization
How do the writers define their topic? What is the author's purpose? What is the tone of the poem?	How are the words and lines laid out on the page? Why did the writer make these choices?
Language	Conventions
Which compelling verbs, poetic techniques, and figurative language are evident in the poem? What is the effect on the reader? How do these techniques help to communicate ideas and create tone ?	What kinds of punctuation does the writer use? Which words are capitalized, and why? How does the punctuation help to communicate ideas and create tone?

9. Share feedback in your group.
10. As you prepare to write a poem on your own, are there areas where you need additional support? What questions do you still have?

Activity 4: Independent Writing

Prompt: Transform your sonnet into free verse. Revise your purpose and content to reflect your new form by incorporating appropriate poetic techniques and figurative language. Be deliberate in your use of graphic elements (capitalization, line length, and word position) to convey your ideas. All of the elements in your poem should work together to make your purpose and tone clear to your audience. Use the following to help you create your free verse.

1. What is free verse?

Sample Text

Knoxville, Tennessee

by Nikki Giovanni

I always like summer
best
you can eat fresh corn
from daddy's garden
and okra
and greens
and cabbage
and lots of
barbeque
and buttermilk
and homemade ice-cream
at the church picnic
and listen to
gospel music
outside
at the church
homecoming
and go to the mountains with
your grandmother
and go barefooted
and be warm
all the time
not only when you go to bed and sleep

2. Create a fourth 4-square graphic organizer on your own paper, and use the guiding questions to help you respond to and analyze Giovanni's poem written in free verse.